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ABSTRACT

The paper describes a mainframe based, locally devised computer-based system that meets the needs of a medium sized district in managing Individualized Education Programs (IEPs) for handicapped students. The program produces and stores behaviorally based IEPs tailored to reflect the competency based regular education curriculum in use. The system includes a management information system to comply with legal and administrative requirements. An accompanying thesaurus aligns itself with general categories of learning (e.g., expressive language, spelling, and self-help); these are then broken down into tasks (e.g., naming, interrogatives) and skills (e.g., naming of body parts and of toys). Byproducts of the system include mini-IEPs for each child in the classroom and a longitudinal record with which to review a student's program over time. In addition to the thesaurus, appended materials include a sample of a completed IEP and a list of modality codes. (CL)

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COMPUTERIZED INDIVIDUALIZED EDUCATIONAL PLANS ONE WAY

by

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for

Computer Technology and the Handicapped
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Computers are a hot topic. Both the professional and popular press have been extolling the virtues of using the computer to educate our children. Computer assisted instruction, computer managed instruction and electronic workbooks are daily topics of conversations in the nation's schools.

Are we to teach programming or should we promise literacy are topics debated at administrative councils and in the school board meetings. What happens if the gender gap is lengthened. What do we do if our low socio-economic students do not receive equal access? Does section 504 apply to handicapped student access to computer learning?

All of these subjects make interesting and challenging topics of conversation. Some will even be debated at this conference. Naisbitt in his classic, Megatrends, has, however, defined my topic as he stated:

> "The technology of the computer allows us to have a distinctive and individually tailored arrangement with each of thousands of teachers and students." (pg. 43)

Both Federal Law (PL 94-142) and the various state laws and regulations (S-1, Chapter 115) are specific in requiring the development of an individual educational plan (I.E.P.) for each and every child identified as needing special education. Most experts feel that the I.E.P. is the most unique and powerful element of special education programming. Even more importantly, this plan is what separates various other compensatory programs (Chapter I, etc.) from true special education in most states.

Although the I.E.P. is a valued and valuable tool; the development, review and revision of this important document demands substantial commitments of time and expertise. For exceptional children this document can make a difference in the educational experience. For a teacher the I.E.P. can be difficult to develop. For an administrator the I.E.P. can be a nightmare to use and evaluate.

Various systems are now available to assist in these important processes. Banks of objectives can be found which will assist in writing a tighter, more effective document. In-services have been devised to help make parents more effective partners in the development of a living plan. Various software companies are providing online storage and recall programs.

This presentation will highlight a mainframe based, locally devised system which meets the unique needs of a medium sized district in a midwestern state. This system came about as a result of a cooperative relationship between this local education agency (L.E.A.) and a state supported regional

university campus computer center. Attributes of the system include the production and storage of behaviorally based I.E.P.'s tailored to reflect the competency based regular education curriculum in use. Significant accessable storage was part of the system. The system included the management information system for compleiing the myriad of reporting requirements the special education system is blessed with fulfilling.

Individual Educational Plans as developed in this system are behaviorally based. Each is defined in readily measurable terms. Often an I.E.P. lists goals like . . . completes Houghton Mifflin's Rockets or learns multiplication facts. The system developed on our project would be more specific. For example, reading comprehension is broken down into several task areas. These are Formal analysis (eg. adjusts rate - oral or silent), Content analysis (eg. identifies main idea), Mechanistic skills (eg. keeps place using an aide), Test skills (eg. identifies method for pretest preparation) and various other useful skills. This level of specificity permits clear planning of interventions and permits a deeper analysis of the student's functional needs.

Elements of the System

A Thesaurus of Area, Task and Skills for Behavioral Objectives was developed by my predecessors and I. This document alligns itself with catagories of learning defined in the local district's curriculum documents. The behavioral areas are general catagories of learning (eg. expressive language, spelling, self-help, etc.) which are broken down into tasks (eg. naming, interrogatives, etc.) and skills (eg. names body parts, names toys, etc). A student who has a problem in basic fine motor skills would have an objective like 100101 which means fine motor coordination: prehension skills; hands fisted. The teacher, when writing the I.E.P., would list the number on the input chart and the computer would define the total goal on the output document.

This system has over 4000 of the skill level objectives listed in thirty-six areas. These are all stored in the mainframe memory (ours was a Burroughs 6700). The teacher at the original I.E.P. conference (or subsequent conferences) would review with parents the evaluation data and the needs of the student. These needs or problem learning behaviors would become the basis of the selection of behavioral objectives from the Thesaurus (Appendix A). If the objective is not listed then the teacher would develop a properly defined new objective and submit it along with the I.E.P. so it can be added to the appropriate section of the Thesaurus.

When all of the objectives have been defined the rough draft copy is submitted for administrative review. A data entry clerk then inputs the information. (See data entry form Appendix B) The computer then places this data into the child's file and developed the multiple copies for the central hardcopy file and all involved individuals. Turn around time depends upon your level of input and output access (immediate or batch feed).

As a result of the program several interesting and informative by-products are produced. The first is the I.E.P. format which serves as a data collection as well as a reporting device. Various items of a directory nature are gathered. This information (name, address, transportation etc.) is used to constantly update the data base as well as to correct the student file. Lists of students who need transportation could be drawn off. The list would have correct addresses and phone numbers . . . a time saver indeed.

Another by-product is mini-I.E.P.'s for each child in the classroom. As a teacher evaluator and a program supervisor, possession of this document (see Appendix C) would permit easy access to those activities which should be occurring in a specific classroom. If, for example, the student's in one classroom had different mathematics objectives, yet the teacher was teaching a group lesson that met none of the listed objectives, you might question the previous I.E.P. or the teacher's use of the document as a unique teaching tool. If the students had no behavior objectives, but the teacher was having classroom management problems then it might be time to work out some training or modification of of classroom activities.

A final by-product is the ability to review a student's program over time. This longitudinal record would show all of the student's stored objectives. Student progress, or lack of progress could be easily reviewed by a simple eyeballing of the data. In addition teachers and parents could see what past objectives were completed, which were continued and which were discontinued.

The program also provides the ability to read back expected production modalities. (Appendix D) A modality of 2-2 would indicate the student would listen and write to complete the expected objective (eg. pass an oral spelling test). Of course, criteria and materials could also be listed and cross-referenced for each objective (not part of this program).

Due process data was stored as a random access event file. Once the referral dates were entered it is possible to call back at various times those referrals nearing non-compliance. Date of parent signature, date completed and other similar information is also stored. These, we all know, are helpful pieces of information.

A final interesting feature is the ability to call back I.E.P.'s one or two months prior to the date they are due to be reviewed (whether it is birthday or anniversary of placement). This component is very helpful. It allows reasonable scheduling of clerical and mailing resources as well as assurance of compliance.

The overall time savings in I.E.P. development was estimated by the teachers to be 40%. That means if initial I.E.P. development and yearly review formerly took three hours; then under this system it would take less than two. This is significant as it permits the re-allocation of that time back to the classroom and to the student.

The final sample (Appendix E) is a copy of a completed I.E.P. for a student who has been receiving speech and language services. A program for the learning disabled was added. You should be able to see the amount of information available in a short concise package.

This quick overview serves to introduce a system which has demonstrated effectiveness in meeting the information, programmatic and legal information needs of one medium sized district (7,500 pupils) in Wisconsin. All potentials have not been explored. Costs have been minimal and have come from PL 94-142 funds. The only staff position, a data management technician (clerical), also was funded from that source.

This information should help define certain parameters which could help others explore this topic. This is not a cookbook. Each district must review individual needs and concerns. In that you will get what you want and what you need.

Appendix A

Sample of Thesaurus of Area, Task and Skills for Behavioral Objectives

THESAURUS OF AREA, TASK, SKILL

FOR

BEHAVIORAL OBJECTIVES

AND

IEP'S

(with numeration for computer usage)

6th Revision

Robert C. Kellogg, Ed.D.

Director of Special Education

and

1981 Special Education Staff

Stevens Point Public School District

(First Three Revisions - Dr. Wayne A. Jones, Ph.D.)

(Fourth Revision - Richard J. Disher, M.Ed.)

(Fifth Revision - Robert D. Kellogg, Ed.D.)

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The Thesaurus will be in a constant state of revision. Care should be taken to ensure that all "updates" are entered and activated according to instructions. For example, there are some tasks which do not now have skills listed for them. These cannot be used until direction is sent from the office of the Director of Special Education.

This system is far more flexible than the other. We are able to add, change, or delete the ATS's. With this in mind, any and all suggestions for the Thesaurus will be considered and all attempts will be made to revise according to staff and "field" needs. Keep in mind that it may take time, but please do not hesitate to develop and submit ideas to the Office of Director of Special Education.

Each time a selection is made from the Thesaurus, the full six digit ATS number must be used. The number, for example, for "copying numerals 1-100 is 14 (AREA - Math), 06 (Task - Writing Numerals), and 03 (Skill - Copies 1-100)".

There are no 6 digit ATS numbers that end with 00.

02 ARTICULATION - AREA

Task 01 Production in Isolation/Syllables

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 tn, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends in isolation
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe
14 Tactile awareness of articulators during speech

Task 02 Production in Words (Repetition/Label)

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 th, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe

Task 03 Production in Sentences/Reading

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 th, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe

02 ARTICULATION (Cont'd) - AREA

Task 04 Production in Conversation

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 h, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe

Task 05 Approximation of Production (Compensation)

Skill
01 Phoneme
02 Word

Task 06 Intelligibility

Skill
01 Inclusion of final sounds/word endings
02 Increase overall intelligibility
03 Inclusion of initial consonants
04 Inclusion of medial sounds
05 Produces appropriate number of syllables per word
06 Produces all sounds in appropriate sequence in words
07 Produces multisyllabic words
08 Self monitors and corrects - carryover

Task 07 Auditory Discrimination

Skill
01 Voices/voiceless sounds - f-v, p-b, t-d, etc.
02 Vowels
03 Discrimination of teacher model - correct/incorrect
04 Discrimination of own production - correct/incorrect

03 AUDITORY SKILLS - AREA

Task 01 Auditory Memory Skills

Skill
- 01 Repeats in sequence a 2-word phrase
- 02 Repeats in sequence a 3-word phrase
- 03 Repeats in sequence a 4-word phrase
- 04 Repeats in sequence 3 unrelated words
- 05 Repeats from memory 2-4 line poem/rhyme
- 06 Repeats from memory 4-6 line poem/rhyme
- 09 Repeats in sequence letter of alphabet
- 10 Repeats sequence of sounds/words in variable noise to sign ratio
- 11 Repeats in sequence 4 or more sequentially presented sentences
- 12 Tells own phone number
- 13 Categorizes sounds (loud, soft, animal, city)
- 14 Reproduces rhythmic pattern of meaningful or nonsense vocalizations
- 15 Repeats 3 units
- 16 Repeats 4 units
- 17 Repeats 5 units
- 18 Uses chunking strategy
- 19 Uses subvocal repetition
- 20 Uses visualization strategy
- 21 Uses association strategy
- 22 Uses notetaking effectively

Task 02 Auditory Analysis of Concepts

Skill
- 01 Identifies main idea in listening selection - story
- 02 Identifies details to support main idea in listening selection
- 03 Identifies implied meanings in listening selection
- 04 After listening to selection draws conclusion
- 05 After listening to selection draws inferences
- 06 Describes how listening selections relates to own life
- 07 Describes how/why events took place in listening situation
- 08 Identifies specific elements in listening situation: who, when, where, what
- 09 Analyze cause and effect relationships in listening situation
- 11 Describes emotions which are communicated in picture
- 12 Distinguishes between fact and fantasy in picture
- 13 Distinguishes emotions which are communicated in picture
- 14 Identify character traits portrayed in listening selection
- 15 Describes mood of listening selection
- 16 Distinguishes between fact-opinion in listening selection
- 17 Demonstrates specific recall of content in listening selection
- 18 Differentiate among fact, information, value judgement in listening selection
- 19 Identifies motivational and attentional set which enhances or inhibits listening

Task 03 Auditory Closure Skills

Skill
- 01 Substitutes initial, medial, or final consonants on morphemic base to form new words
- 02 Adds sounds to morphemic base to form new words

33 VISION - AREA

Task 01 Pre-Braille

Skill 01 Tactile Discrimination of concrete object - shape, size, texture, weight, volume
02 Analysis and comparison of concrete objects - shape, size, texture
03 Tactile discrimination of repre. or 2 dimensional object - size, shape, texture
04 Analysis and comparison of repre. or 2 dimensional objects - size, shape, texture
05 Analysis and comparison of abstract concepts
06 Demonstrates knowledge of compar. sizes, shapes, texture, of object without tactual experience

Task 02 Braille (Identification)

Skill 01 Letters of alphabet
02 Whole Word Signs
03 Capitalization
04 Comma
05 Indentation
06 Period
07 Arabic Numerals
08 Composition Signs
09 Punctuation Marks
10 Short-form words
11 Initial Contractions
12 Part-word Signs
13 Lower Part-word Signs
14 Fianl Signs
15 Abbreviations of Measure

Task 03 Braille (Writes)

Skill 01 Letters of Alphabet
02 Whole Word Signs
03 Capitalization
04 Comma
05 Identation
06 Period
07 Arabic Numerals
08 Composition Signs
09 Punctuation Marks
10 Short-form words
11 Initial Contractions
12 Part-word Signs
13 Lower part-word Signs
14 Final Signs
15 Abbreviations of Measure

Task 04 Pre-mobility Skills

Skill 01 Names body parts
02 Says functions of body parts

40 VOCATIONAL SKILLS - WOODWORKING - AREA

Task 01 Circular Saw

Skill
01 Crosscuts using the miter gauge
02 Crosscuts multiple pieces to uniform size using miter gauge and stop blocks
03 Rips using the fence
04 Rips narrow stock using proper push procedures
05 Rips short stock using proper bold-down procedures
06 Uses feather board for appropriate ripping operations
07 Cuts angles using the miter gauge
08 Cuts angles using the rip fence and tilt adjustment wheel
09 Cuts tenons using the dado head
10 Cuts dados using the dado head
11 Cuts rabbets using the dado head
12 Cuts grooves using the dado head
13 Makes accurate adjustments of the rip fence
14 Makes accurate adjustments of the miter gauge
15 Changes saw blades
16 Installs multiple unit dado head
17 Cuts end mortises
18
19
20
21
22

Task 02 Jointer

Skill
01 Joints edge surfaces
02 Joints broad surfaces
03 Joints end surfaces
04 Joints a chamfer
05 Joints a bevel
06 Joints a taper
07 Joints a rabbet
08 Uses appropriate push equipment
09 Adjusts front table accurately
10 Observes grain structure to prevent chipping
11
12
13
14
15

Task 03 Surfacer-Planer

Skill
01 Surfaces to proper thickness
02 Observes grain structure to prevent chipping
03
04
05
06

Appendix B

Data Entry Forms

STUDENT PROGRAM

Student Number		__ __ __ __ __ __ __ __ __ __ __ __
ATS-IDS		__ __ __ __ __ __
Teacher ID NO.		__ __ __ __
Date Entered (YR/MO.)		__ __ __ __
Action	5001	__
Hours	5002	__ __ __ __
Modality	5003	__ __
Material	5004	__ __ __ __ __ __ __ __ __ __ __ __
Active	5005	__
Start Date (YR/MO.)	5006	__ __ __ __
Est. Comp. Date (YR/MO)	5007	__ __ __ __
Crit Level Set	5008	__ __ __ __
Crit Level Achieved	5009	__ __ __ __

Student Number		__ __ __ __ __ __ __ __ __ __ __ __
ATS-IDS		__ __ __ __ __ __
Teacher ID NO.		__ __ __ __
Date Entered (YR/MO.)		__ __ __ __
Action	5001	__
Hours	5002	__ __ __ __
Modality	5003	__ __
Material	5004	__ __ __ __ __ __ __ __ __ __ __ __
Active	5005	__
Start Date (YR/MO.)	5006	__ __ __ __
Est. Comp. Date (YR/MO)	5007	__ __ __ __
Crit Level Set	5008	__ __ __ __
Crit Level Achieved	5009	__ __ __ __

STUDENT TRANSMITTAL

Student Number		__ __ __ __ __ __ __ __ __ __ __
Action	4001	__
Last Name	4002	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
First Name	4030	__ __ __ __ __ __ __ __ __ __
Parent/Guardian Name	4003	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Address	4004	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
City	4005	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Zip Code	4006	__ __ __ __ __
District of Residence	4007	__ __ __ __
County of Residence	4008	__ __
Student EEN Code	4009	__ __
Date Placed (YR/MO/DA)	4010	__ __ __ __ __ __
Date Withdrawn	4011	__ __ __ __ __ __
Functional Reg. Level	4015	__ __ __
Functional Math Level	4016	__ __ __
District Attending	4017	__ __ __ __
School Attending	4018	__ __ __
Distance	4019	__
Active Code	4020	__
Time Reg. Ed.	4021	__ __
Major EEN Percent	4022	__ __ __
LD Formula	4023	__.__ __X__ __.__X.__=__.__ __
3 Year Reeval Date	4024	__ __ __ __
Test Score (1)	4025	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ (Yr. Mo.) (T.C.) (Score)
Test Score (2)	4026	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Test Score (3)	4027	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Test Score (4)	4028	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Test Score (5)	4029	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Transportation	4031	__ (Y-Yes; N-No; S-Special)

Appendix C

Mini I.E.P.'s

STUDENT NUMBER	STUDENT NAME	EFA MAJOR	%	ATS	ATS NAME	DATE	MATERIAL	MOD	ACT
				240602	IDENT LONG VOWELS	8110		11	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8110		11	0
				240641	IDENTS RHYMING WORDS	8110		11	0
				240645	RECOGNIZE IDENTIFY FINAL CONSONANT	8110		11	0
GRC92475200	[redacted]	HI	20	20602	INCREASE OVERALL INTELLIGIBILITY	8105	SPEECH	12	0
				120504	DISCRIMS AMONG SINGLE WORDS	8011	AID	11	0
				90316	ANSERS QUESTIONS REQUESG PERSNL INFO-NAM ADDRS PHON	8205	QUESTION	22	0
				142101	IDENTIFIES PENNY NICKEL DIME QUARTER HALF DOLLAR	8105	COIN	12	0
				141301	BASIC FACTS - VERTICAL - SUBTRACTION	8011	BODY	11	0
				220615	ARRANGES 4 TO 6 PICS IN SEQ L TO R TO TELL STORY	8011	PIX	15	0
				170103	ACCEPTS CONSTRUCTIVE CRITICISM FROM OTHERS	8205	COMMENT	15	0
				240602	IDENT LONG VOWELS	8105	LETTER	13	0
				240102	ALPHAS WORDS ACCORDING TO FIRST LETTER	8105	WORD	13	0
				230211	DISTINGUISH BETWEEN FACT AND OPINION	8105	STORY	12	0
HI051276100	[redacted]	HI	0	40102	BODY IMAGE	8201	SELF PIX	13	0
				390407	LABELS PICTURES WITH WRITTEN WORDS	8211	PIX/WORD	13	0
				340314	PLACES SCRAMBLED LETTERS OF ALPHA IN ORDER	8211	LETTERS	12	0
				320201	PERSONAL PRONOUNS I YOU HE	8105	WORD	12	0
				280601	COMP TASKS WITHOUT BEING SUPERVISED	8211	TASK	15	0
				142906	STATES DATE FROM CALENDAR	8211	CALANDAR	12	0
				142501	RECITES DAYS OF WEEK IN SEQUENCE	8211	CALANDAR	12	0
				280412	COOPERATES AS A TEAM MEMBER	8105		14	0
				240809	IDENTS 200 TO 300 WORDS	8211	WORD	11	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8211	LETTER	12	0
				240101	ARRANGED LETTERS OF ALPHABET IN ORDER	8011	LETTER	15	0
				220608	MATCH LETTERS A TO Z	8105	LETTER	11	0
				142917	RECOGNIZES SPECIFIED HOLIDAY	8211	CALANDAR	12	0
				170601	EXCESSIVE WHINING CRYING POUTING FOR CA	8211	ACTION	15	0
				170105	ACCUSATIONS REDUCE	8211	SIGN	15	0
				142002	READS LINE BAR CIRCLE AND PICTO GRAPH	8211	CALANDAR	12	0
				40311	OWN BIRTHDATE	8211	CALENDAR	12	0
				50201	ATTENTION SPAN	8105	TH	15	0
				40705	WILD ANIMALS	8105	PIX	11	0
				90316	ANSERS QUESTIONS REQUESG PERSNL INFO-NAM ADDRS PHON	8211	QUESTION	12	0
				60803	IMPLEMENT PROGRAM TO INCREASE ATTENDANCE	8201		0	0
				50408	DISPLAYS APPROP BEHAV IN MINIMALLY STRUCT SITUATIO	8211	ACTION	15	0
				50203	ASSIGNMENT COMPLETION	8105	TH	11	0
				140802	MATCHES 1 TO 10 WITH NUMERAL WORDS	8105	WORD	11	0
				140503	SEQUENCES 1 TO 20	8105	NUMERAL	13	0
				140303	IDENTIFIES 1 TO 20	8105	NUMERAL	13	0
				140102	ROTE COUNT TO 20	8105	NUMERAL	13	0
				120204	COMMUNICATES EXP THROUGH SIGNS	8105	SIGN	14	0
				90808	USES COMMON SOCIAL PHRASES E.G. THANK YOU	8211	WORD/SIGN	11	0
				120103	IDENTS SHORT PHRASES	8105	PHRASE	14	0
				91107	EXPAND SIGNS	8210	SIGN	15	0
J0042877100	[redacted]	HI	0	30112	TELLS OWN PHONE NUMBER	8212	TASK	11	0
				20602	INCREASE OVERALL INTELLIGIBILITY	8110	VOICE	12	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8212	LETTER	12	0
				390501	ANSWERS WRITTEN QUES W WRITTEN ANSWER	8212	TASK	12	0

STUDENT NUMBER	STUDENT NAME	EEN MAJOR	Z	ATS	ATS NAME	DATE	MATERIAL	MOD	ACT
				300505	WITH CV PATTERN-SPELLS WORDS	8212	WORD	12	0
				240807	IDENTS 100 TO 150 WORDS	8212	WORDS	11	0
				240645	RECOGNIZE IDENTIFY FINAL CONSONANT	8212	LETTER	12	0
				240601	IDENT CONSONANTS	8212	LETTER	12	0
				220843	RECITES ALPHABET IN SEQUENCE	8212	LETTERS	11	0
				220834	LABELS SPECIFIC PICTURES OF FAMILY MEMBERS	8110	PIX	11	0
				220828	CLASSIFIES BY ASSOCIATION	8011	PUZZLES	13	0
				220827	CLASSIFIES BY FUNCTION	8011	PIX	13	0
				220825	CLASSIFIES BY CATEGORY	8011	PIX	13	0
				220733	FOLLOWS 2-3 DIRECTIONS	8212	TASK	15	0
				120205	EMPLOY TOTAL COMMUNI IN COMMUNI SKILLS	8110	SIGN SPEECH	21	0
				220721	MATCHES SPOKEN WORD TO OBJECT	8110	AID TRAINER	23	0
				220615	ARRANGES 4 TO 6 PICS IN SEQ L TO R TO TELL STORY	8212	PIX	13	0
				142901	RECITES DAYS OF WEEK IN SEQUENCE	8212	CALENDAR	11	0
				120504	DISCRIMS AMONG SINGLE WORDS	8212		23	0
				170105	ACCUSATIONS REDUCE	8212		15	0
				142915	IDENTIFIES EACH SEASON FROM PICTURES	8212	PICTURES	11	0
				142913	IDENTIFIES EACH SEASON FROM PICTURES	8110	PIX	11	0
				142902	RECITES MONTHS OF YEAR IN SEQUENCE	8212	CALENDAR	11	0
				120103	IDENTS SHORT PHRASES	8212		13	0
				91406	TAKES TURN IN SPEAKING SITUATION	8212		25	0
				90316	ANSERS QUESTNS REQUESG PERSNL INFO-NAM ADDRS PHON	8212		11	0
				40311	OWN BIRTHDATE	8212	TASK	11	0
				40605	IDENTIFIES AND GIVES CHARACTERISTICS OF FALL	8212	TASK	11	0
				40604	IDENTIFIES AND GIVES CHARACTERISTICS OF SUMMER	8212	TASK	11	0
				40603	IDENTIFIES AND GIVES CHARACTERISTICS OF SPRING	8212	TASK	11	0
				40602	IDENTIFIES AND GIVES CHARACTERISTICS OF WINTER	8212	TASK	11	0
				90307	NAMES FAMILIAR OBJECTS	8110	LANG PIX	11	0
				90305	NAMES TOYS	8110	LANG PIX	11	0
				90303	NAMES PEOPLE	8110	LANG PIX	11	0
				90301	NAMES BODY PARTS ON SELF	8110	SELF	21	0
				90210	IMITATION	8011	PICT WORD	11	0
				50106	RESPONDS VERBALLY	8011	AUDITRNER 4I	21	0
				50103	APPROP WITH PEERS UNSTRUCTURED SITUATION	8212	TASK	15	0
				41301	LOCATION OF BODY PARTS	8110	PIX	11	0
K0031478100	[redacted]	HI	0	40326	SEASON	8206	PIC	11	0
				20605	PRODUCES APPROP NUMBER OF SYLLABLES PER WORD	8204	TAPPING	11	0
				40322	DAY	8206	CALENDAR	11	0
				40304	DAY NIGHT	8206	PIX	11	0
				41301	LOCATION OF BODY PARTS	8103	SELF PIX	0	0
				50403	COMPLIANCE WITH INSTRUCTIONS COMMANDS	8206	VERBAL	11	0
				50201	ATTENTION SPAN	9103		0	0
				100215	DRAWS COMPLETE PERSON	8206	PENCIL	12	0
				91004	VOCALIZES WORD APPROXIMATION WITH SIGNING	8206	SPEECH	11	0
				91001	SIGNS TO INDICATE BASIC NEED	8103	SIGN	0	0
				90317	NAME SHAPES	8204	SHAPES	11	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8206	LETTER PIX	11	0
				240101	ARRANGED LETTERS OF ALPHABET IN ORDER	8206	LETTERS	15	0
				220617	COMPLETE PICTURES PATTERNS	8206	PIX	12	0

Appendix D

Modality Codes

MODALITY CODE

		1 LOOK VISUAL	2 LISTEN AUDITORY	3 FEEL KINESTHETIC	4 SMELL OLFACTORY	5 TASTE GUSTATORY
1	SAY					
2	WRITE					
3	POINT					
4	IMITATE					
5	COMPLY					

1 - Look (Visual)

2 - Listen (Auditory)

3 - Feel (Kinesthetic)

4 - Smell (Olfactory)

5 - Taste (Gustatory)

1 - Say

2 - Write

3 - Point

4 - Imitate

5 - Comply

When filling in modality spaces on Student Program Transmittal, place the numberoon the first space and the letter on the second space.

Example: Look/Say 1 1

Appendix E

Completed I.E.P.

COPIES:
DIR. OF SP. ED
PRINCIPAL
PARENTS-GUARDIANS
ALL TEACHERS
FILE

IEP
INDIVIDUAL EDUCATION PLAN
STEVENS POINT AREA PUBLIC SCHOOL DISTRICT
(SUPPLEMENTED BY DAILY LESSON PLANS)

INITIAL REPORT
PROGRESS REPORT
ADDENDUM REPORT X
COMPLETION REPORT
M-TEAM EVALUATION
NON EEN STUDENT
LAST REPORT DATE 4-20-82
M-TEAM DATE 12-20-82

STUDENT ID NO: 4L091273100 STUDENT NAME: [redacted] FIRST NAME: [redacted] GRADE 3

PARENT-GUARDIAN: [redacted] ADDRESS: [redacted] CITY: [redacted] ZIP CODE: [redacted]

DIST. OF RES.: STEVENS POINT EEN CODE: S/L DOB: 730912 TEST GIVEN: WISC

TEST DATE: 8203 TEST SCORE: FS IQ: 103 VB IQ: 098 PF IQ: 109 IQ: MA: PLA:

FUNCTIONAL READING LEVEL: 8?? FUNCTIONAL MATH LEVEL: 8?? SCHOOL ATTENDING: ROOSEVELT

ACTIVE CODE: 0 TIME REGULAR ED: 0? TIME MAJOR EEN AREA: 087 3 YEAR REEVALUATION DATE: 0504

LD FORMULA: 1.03 X 04.7 X .5 = 2.42 ADAPTIVE PHY ED YES NO TRANSPORTATION:

SPECIFIC REASON FOR REFERRAL: [redacted] DATE OF REFERRAL 3-22-82

HANDICAPPING OR OTHER CONDITIONS: [redacted]

PARENTS IN ATTENDANCE AT M-TEAM STAFFING: YES NO RESIDENCE TELEPHONE NO: 345-1893

FOSTER PARENTS: NA ADDRESS: NA

CURRENT HEALTH- PSYCHOLOGICAL- SCHOOL SERVICES: Regular Education, Speech and Language

WITH THE KNOWLEDGE AND INFORMATION KNOWN TO ME AT THIS TIME I BELIEVE CONTINUATION/ IMPLEMENTATION OF THE PLACEMENT IN THE Speech and Language and Learning Disabilities PROGRAM(S) IS IN THE BEST INTEREST OF THE ABOVE NAMED PERSON.

SIGNATURES REQUIRED TEACHERS SHOULD SUBMIT MINORITY REPORTS IF NEEDED AND NOTE

COORDINATOR: Mike Buble TEACHER/AREA/ID NO.: Barb Horn-Classroom Tchr

PRINCIPAL: Mike Buble TEACHER/AREA/ID NO.: Catherine Steffen-S/L-25

TEACHER/AREA/ID NO.: Donna Mehlberg-Classroom Tchr TEACHER/AREA/ID NO.: Elinor Llewellyn-LD-66

I HAVE READ AND UNDERSTAND THIS REPORT, MY RIGHTS TO PARTICIPATE IN ITS DEVELOPMENT AND MY RIGHT TO APPEAL THOSE OBJECTIVES OR PLACEMENTS WITH WHICH I AM IN DISAGREEMENT AT ANY TIME. I AGREE WITH THE CURRENT RECOMMENDATIONS.

SIGNATURE OF PARENT/GUARDIAN/SURROGATE PARENT/STUDENT DATE

I AM DISSATISFIED WITH THE OBJECTIVES AND/OR PLACEMENT RECOMMENDED FOR MY CHILD AND I REQUEST ANOTHER M-TEAM STAFFING.

SIGNATURE OF PARENT/GUARDIAN/SURROGATE PARENT/STUDENT DATE

DIRECTOR OF SPECIAL EDUCATION OR DESIGNEE DATE

ACTIVE CODE: 0=ACTIVE 1=DISCONTINUED 2=COMPLETED 3=NON-EEN

PAGE 24 FOR INITIAL PLACEMENT, ADDENDUMS AND REEVALUATIONS STUDENT'S NAME [redacted]

NARRATIVE (DOCUMENT PREVIOUS INTERVENTIONS, TESTING PERFORMANCE, CONCLUSIONS AND RECOMMENDATIONS)

SPECIALIST NAME Elinor Llewellyn AREA Learning Disabilities

I reevaluated Jason as stated on the last IEP dated 4-20-82. At this time he shows an exceptional educational need in the area of Math. His scores on the Woodcock Johnson indicate a severe deficit (2%ile) in the math area. He is also having some problems in written language, however, they are not as severe. Even in reading which is his strongest area, especially in areas of word attack and word identification, he shows some weakness in the comprehension area. I suggest placement in the learning disabilities program for 30 minutes, 4 times a week.

SPECIALIST NAME Barb Horn AREA Classroom Teacher

Jason has difficulty staying on task. He does not read directions carefully and therefore does constantly get discouraged. He also demands a lot of attention.

He has trouble constantly getting along with his peers. He seems to be generally unhappy and his temperment shows that. It seems apparent that he should be doing better.

SOCIAL, EMOTIONAL OR EDUCATIONAL FACTORS EFFECTING THIS DECISION low auditory avenue of learning, has repeated kindergarten

WHAT IS THIS CHILD'S DISABILITY? auditory deficits, visual motor

SUSPECTED AGE OF ONSET OF DISABILITY? unknown

HOW IS THIS A HANDICAPPING CONDITION? 2 years behind peers in auditory memory and grammar tasks, lag in academic areas, especially math

WHAT MAKES THIS AN EXCEPTIONAL EDUCATION NEED? significant lags in academic areas and the language area interferes with classroom performance

SUMMARY OF RECOMMENDATIONS Placement in the learning disabilities with continuation in speech and language programs is recommended.

OTHER TESTS AND OBSERVATIONS	DATE	RESULTS
Wide Range Achievement Test	12-6-82	Reading 5.9, Spelling 3.9, Arithmetic 3.1
Key Math	12-15-82	2.3 total score
Woodcock Johnson I - Cognitive Ability	11-82	3.1 full scale score
Woodcock Johnson II - Achievment Test	11-82	Reading 3.1, Math 1.6, Written language 2.5, Knowledge 2.6, Skills 2.4
Woodcock Reading Mastery Test	12-6-82	3.8 total score

POSITIVE LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS
word identification	3.8 on Woodcock Reading
word attack	7.0 on Woodcock Reading

PROBLEM LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS
Math	2.3 on Key Math, 1.6 on Woodcock Johnson II, 2%ile
[illegible]	severe deficit
measurement	1.8 on Key Math
word problems	2.0 on Key Math
addition	3.1 on Key Math
subtraction	3.6 on Key Math (does not borrow, inverts numbers)
mental computation	2.0 on Key Math
money	4.0 on Key Math
fractions	2.3 on Key Math
math	a severe deficit is shown when cognitive ability is compared to achievement on Woodcock Johnson I

REINFORCER, SCHEDULES, COMMENTS:

STUDENT'S NAME [redacted]

OTHER TESTS AND OBSERVATIONS	DATE	RESULTS

POSITIVE LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS

PROBLEM LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS
written language	2.5 on Woodcock Johnson II
punctuation	did not know how to make question mark on Woodcock-Johnson II
skills	2.4 (moderate deficit) on Woodcock Johnson II
passage comprehension	3.1 on Woodcock Reading
word comprehension	2.8 on Woodcock Reading

REINFORCER, SCHEDULE, COMMENTS: [redacted]

STUDENT ID NO AL091273100 STUDENT NAME [redacted] FIRST NAME [redacted]

SPEECH AREAS SERVED

AREA	REVIEW DATE	STATE RULE	PERCENTAGE OF TIME
Speech and Language	5-83	PI11.34(2)(f)	7%
Learning Disabilities	12-83	PI11.34(2)(g)	2%

CURRENT OBJECTIVES AREA DATE DESCRIPTION	TC. ID	HOURS MATERIAL	MOD CODE	START DATE	EST. C. DATE	CRIT LEV. SET	CRIT LEV. ACH	ACT. CODE
030116 8212 REPEATS 4 UNITS	0066	TCHR MADE	21		0305	0904		0
030117 8204 REPEATS 5 UNITS	0035	TCHR MADE	21	0205	0305	0904		0
040216 8212 PAIR	0066	TCHR MADE	11		0305	1004		0
060904 8204 MONITOR IN FULL MAINSTREAM	0066	TCHR MADE	15		0301	0904		0
141005 8212 WRITES NUMBERS IN CORRECT PLACE	0066	TCHR MADE	22		0304	0904		0
141201 8212 BASIC 100 FACTS - VERTICAL - ADDITION	0066	DIGITOR	11		0304	0854		0
141206 8212 2 DIGIT PLUS 1 DIGIT WITH REGROUPING	0066	ROTHKEYER	12		0309	0804		0
141301 8212 BASIC FACTS - VERTICAL - SUBTRACTION	0066	DIGITOR	11		0304	0854		0
141306 8212 1 DIGIT FROM 2 DIGIT WITH REGROUPING	0066	ROTHKEYER	12		0309	0804		0
141602 8212 IDENTIFIES FRACTIONAL PARTS OF FIGURE	0066	MILTON BRAD	11		0305	0854		0
142108 8212 STATES COMBINED VALUE OF ANY COINS UNDER 1 DOLLAR	0066	COINS	11		0305	0904		0
142711 8212 STATES TIME TO NEAREST 5 MINUTES	0066	CLOCKS	11		0305	0904		0
143210 8212 MEASURES OBJECT IN FT INCHES AND FRACTIONS THEREOF	0066	TCHR MADE	25		0305	0854		0